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ABSTRACT

This document is a guideline that outlines specific information for creating an intramural-recreational sports concentration and/or option within a physical education or recreation curriculum. Since each institution is unique, this document is to be used as a framework to help institutions develop curricula for the intramural-recreational sports specialist at the undergraduate and graduate levels. The undergraduate program emphasizes programming while the graduate program emphasizes administration. (Editor)

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Professional Preparation of the Intramural-Recreational Sports Specialist

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Preface

This document was developed through the coordinated efforts of a Joint Committee of the National Intramural-Recreational Sports Association, the National Intramural Sports Council (a joint Council of the National Association for Girls and Women in Sport (NAGWS), and the National Association for Sport and Physical Education (NASPE.) It outlines a professional preparation program at the undergraduate and graduate levels for individuals planning to go into intramural-recreational sports programming and/or administration at educational, military, industrial, business and community institutions. Members of the joint committee who initiated and formulated this document include:

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I. Introduction

This document is a guideline which outlines specific information for creating an intramural-recreational sports concentration and/or option within a physical education or recreation curriculum. Since each institution is unique, this document is to be used as a framework to help institutions develop curricula for the intramural-recreational sports specialist at the undergraduate and graduate levels. The undergraduate program emphasizes programming while the graduate program emphasizes administration.

II. Philosophy

Participation in sports in the American culture is reaching unprecedented proportions. Thus, broad-based intramural-recreational sports programs in any institution must reflect the participants' many interests and needs. Any emerging, flexible program must provide for a variety of experiences at all levels of skill and participation. To prepare the intramural-recreational sports specialist effectively for the changing dimensions of such a program, experiences and a competency level beyond those normally acquired in physical education and/or recreation curricula are necessary.

To ensure that the unique values (including sociological, psychological, physiological, psychometer, philosophical, educational and service offerings) are achieved, all aspects of the preparation of the intramural-recreational sports specialist should be considered.

The involvement of multi-dimensional intramural-recreational sport patterns in institutions, the increased awareness of an emphasis on sport and physical activity, and the complex cultural aspects of sport and physical activity have elicited the need for specialized prepartion of programmers and administrators for intramural-recreational sports programs. Qualified and dynamic leadership is essential for the implementation and maintenance of an effective, comprehensive program.

III. Rationale

There have been limited opportunities for specialized preparation in the programming and administration of intramural-recreational sports in the United States. Many existing programs need expansion. Additional learning experiences are needed to prepare individuals for effective

conduct of intramural-recreational sports programs. Total development of an intramural-recreational sports specialist means a strong, broad foundation in the area of intramural-recreational sports programming.

An undergraduate track should provide an opportunity for the aspiring intramural-recreational sorts specialists to receive this broad foundation. The graduate program in administration should then place an emphasis on the development of management procedures and practice, research technique and design, behavorial science, leisure implications, and the potential educational aspects of intramural-recreational sports.

IV. Intramural-Recreational Sports Defined

It is important to define the term *intramural-recreational sports:* varying degrees of competitive, structured and unstructured activity for everyone. There are four divisions of programming responsibilities:

A. *Informal sports.* Casual, self-directed activities requiring minimal or no external design or direction. Examples, drop in free play or personal fitness programs.

B. *Intramural sports.* Competitive activities within an institution requiring design and direction, including programming for women's, men's and co-events.

C. *Extramural sports.* Competitive activities between institutions requiring design and direction. Examples, play days and inter-campus intramural competition.

D. *Club sorts.* Organizing by individuals because of a common interest in a particular competitive activity.

V. Objectives for Developing an Intramural-Recreational Sports Specialist Curriculum

The department(s) in which intramural-recreational sports programming and administration curriculum exists should:

A. Identify the goals of a curriculum in intramural-recreational sports programming and administration.

B. Rank goals in order of their priority.

C. Identify the current emphasis given to the goals.

D. Identify any discrepancy between the goals and the current emphasis of the curriculum in intramural-recreational sports programming and administration.

E. Specify the determined need of the curriculum in intramural-recreational sports programming and administration.

F. Formulate terminal objectives based on the goals.

G. Formulate related terminal objectives.

H. Determine organizing centers (broad instructional areas).

I. Determine related organizing centers (specific instructional areas).

J. Map terminal objectives and organizing centers (a comparison which indicates the relationship between objectives and organizing centers).

VI. Administrative Considerations

A. PRE-ADMITTANCE

Recruitment of competent students is a major responsibility. Recruitment policies of schools and departments must conform to college and university policies. Recruitment information should be disseminated through flyers, journals and other media. The strengths of the program should be emphasized. Available financial aid should be defined and publicized.

1. Undergraduate Recruitment: The institution should establish viable goals and standards for selection. The undergraduate student should have the academic requirements clearly identified for her/him along wth the required field experiences or inservice training. Campus "word of mouth," institutional publications and alumni in the field, plus a quality program of professional preparation are the best means of recruitment.

2. Graduate Recruitment: Competence and professional ability should be stressed. The status of career opportunities in the field and the requirements and standards of the department should be stated. In-service training, practical experience and other unique areas of work should provide the graduate student with valuable assets.

B. ADMISSIONS

1. Undergraduate: The following prerequisites are recommended:

a. Background experience as a participant in intramural-recreational sports or related activities.

b. A major or minor in recreation and/or physical education

c. Background in liberal arts coursework

d. Personal characteristics including leadership and organizational ability.

2. Graduate: Candidates for admission to graduate school should meet the institutional requirements for admission to graduate school and all other department or divisional requirements which are higher than the administrative department offering the degree.

The following might be used for the basis of admission of graduate students:

a. Practical experience in intramural-recreational sports

b. Leadership ability

c. Good academic record which might include scores from a Graduate Record Examination, MAT, or grade point average in the student's major.

d. Intramural-recreation or physical education background or related areas (academic)

It is recommended that students be admitted based on a committee decision. Admissions policies should be fair, designed to help rather than hinder the student, taking into consideration the institution's affirmative action plan.

C. COUNSELING AND ADVISEMENT

Involved faculty should initiate a comprehensive program of counseling and advisement for both undergraduate and graduate majors in intramural-recreational sports. It should start with an orientation program, an ongoing evaluation of the student while in the program and followup studies on the success of students in the field. Provisions for field experiences, internships, research possibilities, career patterns and guidance and other items should be included.

The student's personal and professional needs and the standards of the institution must be kept in mind. Written policies and guidelines should be available to the student regarding departmental expectations and other administrative requirements. The question of formal versus informal counseling will be answered by each individual counselor.

D. PLACEMENT SERVICES

The academic unit has a commitment to provide a well-funded placement service which will aid graduate and undergraduate students in finding employment. It should be supplemented by the divisions' and other organizational efforts to help the student locate a position. Personal contact, professional journals, conventions and other professional meetings are prime sources for student placement.

E. FACULTY SELECTION

The faculty employed in preparation of intramural-recreational sports administrators should be professionally prepared in physical education, recreation, educational administration, or other logical combinations. These faculty members should have had field experience in directing intramural-recreational sports programs and should be recognized professionally in their field. Their preparation and ongoing work should include a blend of theoretical and practical experience.

Specifically they should:

1. Possess a degree appropriate for the institution in a related field of intramural-recreational sports from an accredited institution.
2. Be a member of the graduate school at that college or university.
3. Have extensive and varied experience in the field.
4. Carry a balanced load among teaching, research and campus services.
5. Be active in the professional organizations of the National Intramural Sports Council and/or the National Intramural-Recreational Sports Association.

VII. Organizational Considerations

Below is an outline of guidelines for an institution, unit or department interested in developing an intramural-recreational sports curriculum.

A. The institution should identify a single unit, department or agency on the campus responsible for the development and implementation of a concentration in an academic currirculum in intramural-recreational sports programming and administration.

B. Cooperative and interdisciplinary efforts among related disciplines and agencies should be encouraged.

C. Faculty members involved in the cooperative and interdisciplinary efforts among related discilines and agencies are encouraged to participate in the planning and revision of curricula in intramural-recreational sports programming and administration.

D. The program for intramural-recreational sports programming and administration should be consistent, where possible, with the policies and practices of other academic professional programs.

E. The faculty involved in the development and implementation of a concentration in intramural-recreational sports will encourage comments, suggestions and changes on curriculum content from students, faculty members and intramural-recreational sports specialists.

F. The formal curriculum, internship and the research (where applicable) should be closely coordinated.

G. Evaluation of the curriculum will be an ongoing process with change implemented as needed.

H. A systematic followup of all first-year graduates should be regularly conducted.

VIII. Curriculum Design

The following is a recommended guideline for curricular considerations for the intramural-recreational sports specialist at the undergraduate and graduate levels.

It is assumed that each institution has its own academic requirements and prerequisites for the undergraduate and graduate student in physical education and/or recreation. This document does not reflect those requirements or prerequisites maintained by each discipline, but reflects the curriculum in intramural-recreational sports.

A. AREAS OF STUDY

The areas of study are not specific courses but are recommended broad curricular disciplines which can be integrated and implemented in

an educational curriculum, depending upon the course offerings of an academic institution. The intramural-recreational sports curriculum progression recommendation is as follows:

1. Undergraduate — programming option
   a. Intramural-recreational sports programming
   b. Sports officiating
   c. Safety and first aid
   d. Intramural-recreation leadership
   e. Practical experience (program development and governance, officiating, supervising, coaching, unit management and participating)
2. Graduate — administration emphasis
   a. Intramural-recreational sports administration
   b. Research
   c. Philosophy of leisure
   d. Business procedures
   e. Public relations
   f. Internship
   g. Sport facility management and construction
   h. Psychology of sport
   i. Legal liability
   j. Psysiology of sport
   k. Sociology of sport
   l. Human relations
   m. Seminars — provide a regular opportunity to participate in in-depth discussion on issues, concerns, problems, situations, etc. that exist in intramural-recreational sports.
   n. Field trips — provide opportunity to assist and observe other institutional programs and facilities in operation.

B. UNDERGRADUATE PROSPECTUS

Each area of study is broken down into general and specific objectives which represent the desired competency levels.

Upon the completion of an undergraduate program in intramural-recreational sports programming, the student will:

1. Demonstrate basic knowledge required in understanding sports programming.

   a. Understand where intramural-recreational sports is administratively housed in various institutions.

   b. Recognize the fundamental actions which guarantee successful programming.

   c. Participate in techniques of ideation that relate to producing new ideas for solving program problems.

   d. Show understandng of methods to implement new ideas.

   e. Recognize that basic program ingredients are identical and applicable to all levels and for all programs.

   f. Understand the various operational approaches that relate to intramural-recreational sport programming.

   g. Understand the historical foundations of intramural-recreational sports.

   h. Understand general programming techniques and methods in informal, intramural, extramural and sports club activities.

   i. Understand the different ways of scheduling tournaments and meets.

   j. Recognize the factors which influence programming.

   k. Understand legal implications of programming intramural-recreational sports activities.

   l. Understand the different processes of evaluating an intramural-recreational sports program.

   m. Understand the basic principles of quality program planning.

   n. Recognize resources affecting intramural-recreational sports.

2. Apply skills in the fundamental of officiating sports activities.

   a. Formulate a set of guiding principles for the official to use in handling a contest.

   b. Demonstrate a basic understanding of officiating principles, techniques and methods.

c. Demonstrate ability to relate officiating principles to the circumstances of the student's particular game.

d. Know the different rules for the various team, dual, individual and meet sports.

e. Know the officiating techniques for each of the specific sports.

f. Understand the qualifications of an official for a specific sport.

g. Understand the philosophy of good officiating.

3. Recognize the importance of safety and accident prevention programming.

a. Recognize the types of injuries and medical problems which arise in intramural-recreational sports activity.

b. Practice first aid procedures which are most likely to be effective until adequate medical assistance can be obtained.

c. Recognize functions of the different body parts.

d. Understand the trends affecting safety and first aid.

e. Recognize the value of maintaining accident reports and records for the purpose of reducing the frequency and severity of accidents.

f. Understand the importance of environmental conditions as they relate to the prevention of accidents.

g. Recognize different kinds of injuries and symptoms associated with injuries.

h. Recognize the importance of programming activities with safety in mind.

i. Understand the importance of maintaining good supervision of an activity or area where potential accident situations exist.

j. Understand the legal implications of the care and prevention of injuries.

k. Understand the proper selection and maintainance of equipment as it relates to the prevention of accidents.

4. Recognize the importance of leadership skills as they apply to a variety of situations.

a. Recognize the scope of quality leadership for leisure activities.

b. Understand the characteristics and needs of the participants of different age levels.

c. Participate in examining and evaluating methods of directing intramural-recreational activities.

d. Understand the roles of a leader as they relate to individuals and groups.

e. Acquire a basic understanding of human development and psychological principles.

f. Recognize the importance of developing self-confidence and self-guidance skills.

g. Recognize the importance of student involvement and student leadership.

h. Prepare her/himself to accept responsibilities and risks, to experiment and explore, to initiate, and to pioneer.

5. Apply what is learned in the classroom to actual experience.

a. Demonstrate above-average competence in the techniques of officiating.

b. Recognize safety precautions required in programming to insure a safe environment and rule application.

c. Understand the operating procedures of an intramural-recreational sports department.

d. Show an awareness of general policies adopted by an intramural-recreational sports department.

e. Recognize desirable attitudes of intramural-recreational sports personnel.

f. Recognize the organizational structure of the four major areas of programming.

g. Understand the importance of good facility scheduling and coordination.

h. Participate in program development and direction.

i. Demonstrate competence in general programming techniques in the four major areas of programming (see page 6).

j. Demonstrate techniques involved in changing, modifying and implementing new programs.

k. Display understanding of human relations wth participants and personnel.

l. Use good communication techniques in acquiring information from individuals and/or groups concerning their needs and interests.

m. Demonstrate leadership skills by programming special projects.

n. Understand the importance of cooperation and coordination between student organizations and committees and the administration of the intramural-recreational sports department and/or institution.

o. Demonstrate an ability to write concise reports and maintain records.

6. Recognize the importance of developing a philosophy toward life and self.

a. Formulate a tentative philosophy of leisure and recreational sports.

b. Understand the importance of developing a positive self-concept and self-identity.

c. Recognize her/his own personal strengths and weaknesses.

d. Recognize the importance of being flexible.

e. Participate in creative thinking and endeavors.

f. Recognize the effect that trends in society have on the philosophies of oneself and recreational sports.

7. Show awareness of the importance of dealing with people through good communication skills.

a. Recognize the importance of listening effectively.

b. Recognize the importance of small group communication process.

c. Demonstrate basic skills in good verbal communication.

d. Recognize the importance of understanding effects of nonverbal communication.

e. Understand the importance of being sensitive to the needs of all individuals/groups to be served.

f. Develop an understanding of the most effective approach to use in working with different group cultures.

g. Develop a sensitivity to the process of group dynamics.

h. Undestand what causes communication breakdown.

C. GRADUATE PROSPECTUS

Upon the completion of a graduate concentration in intramural-recreational sports administration, the student will:

1. Know the organizational structure and administrative responsibilities of intramural-recreational sports.

a. Know the philosophical foundation of intramural-recreational sports.

b. Know the various facets of an intramural-recreational sports program including structured, unstructured and sports club activities.

c. Know the benefits of participation in intramural-recreational sports activities.

d. Know the diverse responsibilities of personnel in an intramural-recreational sports program.

e. Know administrative responsibilities involved in an intramural-recreational sports program.

f. Know the principles of participant development in intramural-recreational sports.

g. Recognize the importance of sport facility coordination and scheduling leading toward maximum utilization and efficiency.

h. Understand needs and interests of minorities in intramural-recreational sports.

i. Understand the problems and issues in intramural-recreational sports programming.

j. Understand humanization in sports.

k. Know state and national organizations dedicated to intramural-recreational sports.

2. Demonstrate skills involved in the collection, interpretation and dissemination of information.

a. Understand the fundamentals of research design.

b. Demonstrate the ability to locate and formulate a tentative research plan.

c. Demonstrate an ability to review literature as it is applicable to research.

d. Demonstrate an ability to do research data collection.

e. Understand standard measures.

f. Understand the various statistical tools and their application.

g. Demonstrate the ability to prepare a research paper.

h. Demonstrate the ability to evaluate existing research.

i. Demonstrate an ability to design and interpret statistical patterns.

3. Demonstrate an understanding of various philosophies of recreation and leisure.

a. Understand the concept of leisure time activity and its benefits.

b. Demonstrate insight into the relationship of work, leisure and recreation.

c. Analyze historical and contemporary theories on work, play and leisure.

d. Demonstrate and understanding of the relationship between culture and leisure activities.

e. Demonstrate an understanding of the increased stresses that modern society places on the individual.

f. Recognize the effect leisure time has on an individual's creativity.

g. Synthesize the various theories and develop a personal philosophy toward leisure.

4. Demonstrate abilities in business procedures.

a. Demonstrate an understanding of the various types of budget systems in use.

b. Demonstrate expertise in financial record keeping.

c. Formulate budget proposals.

d. Demonstrate ability to defend a budget proposal.

e. Recognize factors influencing good business procedures.

f. Demonstrate ability to review budget requests.

g. Demonstrate ability to administer a budget.

h. Recognize various procedures of funding agencies.

i. Recognize purchasing policies.

j. Recognize various ways of securing funds.

5. Recognize basic skills of effective public relations.

a. Know how to use audio-visual aids and techniques.

b. Recognize the needs and interests of minority and special interest groups and social structures.

c. Demonstrate ability to give speeches in various situations.

d. Write good press releases.

e. Demonstrate ability to design posters and flyers.

f. Demonstrate ability to answer inquiries in a pleasant manner.

6. Know how to insure proper planning and development of sport facilities.

a. Demonstrate knowledge of state, local and federal regulation for the construction of facilities.

b. Understand ongoing responsibilities of facilities maintenance, repair, etc.

c. Demonstrate knowledge in the planning of special use facilities (i.e., pools, lockers and showers, ice rinks, etc.).

d. Recognize special needs of the handicapped in sports facilities.

e. Know basic planning procedures for facilities.

f. Understand financial implications of developing sport facilities.

7. Demonstrate skills for the planning and use of sport equipment and supplies.

a. Understand the importance of design of various types of equipment.

b. Understand the quality value of various equipment.

c. Understand the safety factor of equipment.

d. Demonstrate ability of writing the design specifications of equipment.

e Recognize the importance of maintaining equipment properly.

f. Propose ways in which joint usage of equipment is affected in sports related programs.

g. Know how to do equipment and supplies inventory.

h. Know how to budget and purchase equipment and supplies.

8. Demonstrate an understanding about the field of sports psychology.

a. Recognize psychological demands of sports participation.

b. Understand correlations between personality and sports.

c. Understand motivational factors surrounding sports.

d. Understand leadership development of sports.

e. Understand aggression patterns among both participants and spectators.

f. Understand the various philosophies of the role violence has in sports.

g. Understand anxiety and its effects on performance.

h. Understand effects of competition.

i. Understand the effects of success and failure on an individual.

9. Demonstrate knowledge of basic legal concepts.

a. Demonstrate knowledge of government regulations applicable to recreational sports.

b. Demonstrate understanding of affirmative action and non-discriminatory practices and their effects.

c. Demonstrate knowledge in the area of liability and negligence.

d. Demonstrate understanding of government, city and school institutions, regulation and procedures.

e. Demonstrate ability to study legal or tort case reports as related to the field of intramural-recreational sports.

f. Demonstrate understanding of disciplinary procedures and due process.

g. Demonstrate understanding of contract formation and hiring practices.

h. Demonstrate understanding of fair employment practices.

10. Demonstrate decision-making competencies.

a. Locate and formulate the problem.

b. Analyze the problem.

c. Establish criteria by which any solution must be evaluated.

d. Discover possible solutions.

e. Evaluate the possible solutions.

f. Establish a plan of action.

11. Demonstrate understanding of sports sociology as it relates to intramural recreational sports.

a. Recognize the socialization of sport in this country.

b. Compare United States sports socialization to that of other countries.

c. Understand the implications of the sociology of leisure.

d. Demonstrate an understanding of the socialization process as it relates to sports.

e. Recognize the problems of social differentiation and inequality in sports.

f. Understand the sports consumer and the trends relating to sports consumption.

g. Demonstrate an understanding of social mobility and the acquisition of social status in relationship to participation in intramural recreational sports, athletics and professional sports.

h. Recognize the role of the media in producing spectators and participants in sport.

12. Demonstrate an understanding of the human body as it relates to intramural-recreational sports.

a. Understand descriptive anatomy and physiology.

b. Understand the basic mechanics applied to human movement.

c. Understand the human response to various conditioning levels leading to desired performance.

d. Recognize the variables of thermo-regulation during exercise.

e. Understand the human response to repeated exercises on the effects of training.

f. Understand the effects of the environment on the body during exercise.

g. Recognize the medical considerations to exercise (both pre and post).

13. Demonstrate good human relation skills.

a. Listen effectively to others.

b. Participate effectively in small group discussion.

c. Recognize the communication processes of a group.

d. Use good verbal communication skills,

e. Recognize the effects of non-verbal behavior on communication.

f. Practice techniques which create fluent and positive dyadic interaction.

g. Demonstrate effective communication technique in working with different group cultures to know how to respond with action.

IX. Interdisciplinary Consideration

For decades the professions of physical education and recreation have given intramural sport its direction and design. With greater public interest and an obvious need for sport and physical activity for the masses, a specialization in intramural-recreational sports within these two professions is apparent. To accomplish this it becomes necessary to explain or identify the interdisciplinary implications involved in the academic process.

Intramural-recreational sports cannot be a total curriculum in itself. Departments of physical education and recreation should be maintained

as the academic foundation. The content of the document should be incorporated into the major curriculum for physical education and/or recreation as a minor area of study and/or optional concentration. The details would be developed at individual institutions. This option or minor concept is presently applied in other areas: physical education — teaching, coaching, training, physiology, etc.; recreation — outdoor education, parks management, culture and social programs, etc.

The intramural-recreational sport option as designed in this document, undergraduate or graduate, is an overlapping or combination of both the physical education and recreation philosophies. As the physical education or recreation major progresses through the academic curriculum, the background and interest could lead to the study of intramural-recreational sports as a minor or optional concentration.

X. Doctoral Summary

The intramural-recreational sports specialist would have the option to progress toward a doctorate. A specific design that seems obvious and that requires advanced work is the coordinated comprehensive intramural-recreation concept of maximized use of all common recreational facilities and coordination of inter-institutional programs. A doctoral prescription can be designed providing insight relevant to each of the following areas: student union, resident hall, athletics, student activities, student development, physical education, recreation, student counseling, etc. An intramural-recreational sports specialist has many opportunities to establish an excellent foundation for a total comprehensive effort.

Other areas for dotoral consideration are included in the entire sport phenomenon of our society and its educational and research implications. Here, the intramural-recreational sport doctoral candidate may study and research sport and physical activity, thus gaining great insight as to its impact on society An intramural-recreational sports specialist, again, has unlimited opportunities to observe, and deal with a sport environment providing an excellent base for doctoral students.

XI. Job Market

Educational institutions have seen a significant increase toward sport participation as have other institutions, such as industrial-business and

the military, as well as those in the community. Literature is reporting this regularly in leading books and magazines.

As institutions recognize the value of effective and efficient recreational sport application, the employees will seek the most qualified individuals. With greater awareness to the job market and recognition of the employer's needs, the future for the professional intramural-recreation sort specialist will improve. To restrict employment solely to educational institutions limits our professional responsibility to society.

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